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ABSTRACT

Classroom management is defined as the organization of the classroom as a learning environment; the management of student discipline, order, and care; the grouping of students for different tasks and patterns of interaction; and the individualization of student learning. This paper reports on two Swedish case studies of contrasting classroom management styles of two grade 5 teachers, in terms of five management tasks: planning, control, motivation, grouping, and individualization. Mrs. A reflected a production oriented style, focusing on subject matter and "tight" management of classroom activities towards teacher defined goals. Mr. B exhibited a more relation oriented style, focusing on individual students, and a "soft" management of classroom activities according to expressed student needs and feelings. Data were collected though observation in the classroom, recorded interviews, and use of a Swedish version of the "Learning Environment Inventory." The case studies are compared by specific categories including philosophy of education and the five management tasks and discussed showing how each management style is best suited to particular situations and student needs. The study suggested that both, a production orientation (subject matter focus) and a relation orientation (student focus), can be fruitful concepts in research on classroom management. The paper concludes that the relations between teachers, students, and classroom situations vary, and no one management style is better than another. (Contains 12 references.) (ND)

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CLASSROOM MANAGEMENT STYLES IN CONTEXT: TWO CASE STUDIES

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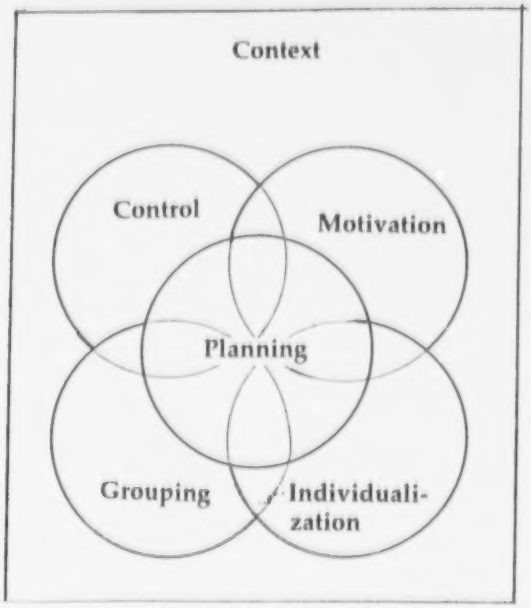
INTRODUCTION

Classroom management is the organization of a classroom as a learning environment; the management of student discipline, order and care; the grouping of students for different tasks and patterns of interaction; the individualization of students learning (cfr Emmer et al 1994, Evertson et al 1994, Jones and Jones 1990, Smith 1991). In my review of research and development in classroom management (Stensmo 1995), the tasks of classroom management are defined as follows (Cfr Tuney et al 1992).



Descriptions of classroom management are mostly general, but there are reasons to observe differences in management styles. Teachers, students and classes are different. Such a differentiation, can focus on how teachers differ in their **personal** styles (differences in personality) or it can focus on how a teacher varies his/her style, according to a certain **situation** (differences in context).

In my review of research on classroom management and leadership in small groups (Stensmo op cit.), two different styles were identified: 1) A **production oriented** style, focusing on subject-matter, and "tight" management of classroom activities towards teacher defined goals. 2) A **relation oriented** style, focusing on individual students, and a "soft" management of classroom activities according to expressed student needs and feelings.

METHOD

A screentest for identification of the two management styles were tried out in an elementary school. One distinct example on production orientation and one distinct example on relation orientation were identified. Both were class teachers in grade five and had parallel classes.

I (CS) observed the two teachers during an ordinary schoolweek. The teachers talk and movements in the classroom, the study hall and the library were recorded. Students'behavior was recorded. Time on different segments was registerd on a timer. Special attention was paid to transititions between segments. Certain events were retold to a tape recorder. The two teachers were interviewed (taperecorded) about certain events observed in their classrooms. Their perception of their classes were measured by a swedish version of "Learning Environment Inventory (Frazer et al 1982).

The result was synthesized into two case studies. The five management tasks - planning, control, motivation, grouping and individualization - guided the structuring of collected data.

SCHOOL CONTEXT

The school is situated in a small town. The town is divided into nine social-stratistics areas. For the distribution of resources among the schools in town, students are classified on a 4-grade scale, with reference to their fathers education and income, and if they are immigrants or live with a single mother. In he area where the choosen school is situated, the fathers had higher education and income than in other areas of the town. The area had a lower degree of immigrants, but a higher degree of single mothers than other areas in the town.

The area around the school consists of single-family houses. Most houses are owned by the families. The houses in one particular street are council houses. This living area is clusterd together and worn down, compared to the other houses in the area. Most of the immigrants, the single mothers and students with school problems live there

The school is a 15- year old well kept brick-building. There is no grafitti or vandalization. The school also contains a youth recreation center. Nearby is a nursery school.

The school is a comprehensive elementary school (lower stage grades 1-3, middle stage 4-6) with 346 students, 164 male and 182 female, divided into 15 classes. Besides the 15 class teachers, there are special teachers for students with learning difficulties, a teacher in Swedish as a second language, teachers for music, sports and handicrafts, students assistants and administrative staff. 85 % of the personnel are female.

There ar two parallel classes in grade five. Their schoolday is divided into 20-minutes time modules. The school starts with 4 x 20 minutes, followed by a 20-minutes break. Before noon, there are 6 x 20 minutes, followed by a lunchbreak of 3 x 20 minutes. After noon there are 4 x 20 or 5 x 20 minutes. A school week contains the following:

Swedish	16 x 20 minutes
Mathematics	10 x 20 minutes
English	8 x 20 minutes
Science (natural and social)	16 x 20 minutes
Art	4 x 20 minutes
Handicrafts (slojd)	6 x 20 minutes (special teachers)
Music	2 x 2 x 20 minutes (special teachers)
Physical education	2 x 2 x 20 minutes (special teachers)

MRS A

Mrs A has 20 years exeperience of teaching. She has worked at the school for five years, have followed one class through the middle stage (grade 4-6) of the school. She is teaching her fourth term in the actual class. Mrs A cooperates with Mr B.

Classroom context

The classroom is 48 square meters. One wall has windows with a view over the schoolyard. The opposite wall has a door opening to a study hall, a long bookshelter and a notice board. The back wall is dark green and covered by students' drawings. There is also the students' entrance. The front wall is dominated by a blackboard, a workstage with a computer and a shelter. The teachers desk is a high table. Students desks are new and high and at the beginning of the schoolyear they were placed in double rows. There is room between the desks.

There are 27 students in the class, 15 male and 12 female. Boys sit together with boys in pairs and three triads. Girls sit together with girls in pairs, two triads and one quartette. At the beginning of my week in the class four boys were grouped in a quartette, but were separated because they talked too much.

All 27 students were born in Sweden. Five live in the council houses. Mrs A charachterises four boys and three girls as low achievers. Two of those boys have learning difficulties. The rest of the class is middle or high achievers. One boy (middle achiver) has an ADD-diagnosis. Mrs A can keep a higher pace in the actual class, compared to previous classes she taught.

When assessing her class with **LEI**, Mrs A perceives her classroom as comfortable but narrow and her class calm and goal directed. The class is well organized, efficient and the students are satisfied. Some students have problems in follwing the speed of classrom processes. All student know each other well, but there are cliqueness tendencies. There are competition and diversity of interests, and it is more important to make fast rather than democratic decisions. In decision-processes, boys have a tendency to dominate girls.

Philosophy of education

Mrs A says that "Cildren need **structure**" and "I can teach and you can learn". Her mentor is a female teacher, whose message is that children with psychosocial needs and/or low capacity, benefit the most from a classroom that is well planned and structured: for feelings of safety, they need a learning situation that is clear and predictable.

Mrs A started her work in the class in grade four in a well structured manner, aiming to develop good habits among her students. In grade five she has released parts of that structure and is doing more so when her students are sixth graders. Her view is, that students in grade 6 are mature enough to make responsible decisions about their own learning.

Mrs A works together with parents. Every week she informs parents about schoolwork and homework. She also advises parents how to help their children with the homework. When there are conflicts in her classroom or a problem with a student, mrs A expects parents' cooperation in efforts to solve conflicts or student problems.

A schoolday

At the beginning of a schoolday, mrs A talks individually to all her students when they enter the classroom. To mrs A:s mind, the interchange of information between her and her students at the beginning of a schoolday, is something private and should not take place in a public classroom situation. When all students are at their desks, she greets the class:"Good morning, welcome to a new day!" The entrance procedure takes 3-4 minutes.

Mrs A then starts a 10 minutes briefing of the actual schoolday. She writes the dayschedule on the blackboard and this writing remains during the day. All students have the same schedule.

The morning shift is scheduled 4 x 20 minutes, containing two subjects, for example; Sw/ma, ma/Eng, Sw/science or Eng/phys.ed.
Each schoolday contains lessons in Swedish (Sw) and mathematics (ma). A lesson in Swedish contains a lot of desk work - reading and writing. A lesson in mathematics contains a briefing (about 10 minutes) followed by deskwork. Four low achievers are taught mathematics by a special teacher. A lesson in English is held in English with miss A or a taperecoded native tounge as a model.
An English lesson also contains students dialogues in pairs about, e.g. " Ask about the way to.." and competetions between teams about vocabulary.

The signal for transititions from one subject to another within the morning shift, is: "Up and move, up and bounce!". At this signal, the students have possiblities to move around in the room, some of them bouncing tennisballs.

The shift before noon is scheduled 5 x 20 minutes divided into two subjects; Sw/science, ma/science, ma/Sw,phys.ed/science; or 6 x 20 minutes, divided into three subjects, Sw/science/music. During my period of observation, the lessons in science were, geography (the alp countries), and the making of a newspaper.

The shift after lunch is scheduled 5 x 20 minutes and contains e.g. Sw/Eng, Sw/ma, science, or music/science/arts, handicrafts/arts. The two art lessons were scheduled in the after noon shift and the students drew something connecting to other themes during the school week.

During my period of observation, the students were planning for a class party for themselves and their parents. For this planning they used time scheduled as Swedish, science or arts.

Planning

Mrs A makes an outline for the schoolyear and plan in detail for each schoolweek. In grade four mrs A gave parents a written document for the schoolyear. In grade five she brings oral information to parents twice a year. Mrs A uses Sunday afternoons for the weekly planning. Her planning is written down in a weekly newsletter to the parents. The newsletter contains information about the lessons in mathematics, Swedish, English and science in the actual week. It also contains information on homework and events during the week, that break the schedule. For the actual week during my observations, the class was invited to a theatre performance.

Control

According to mrs A, a classroom must be characterized by order; the students must know what to do and how to behave in every part of the schoolday. In grade four, she formulated the following rules for the classroom:

1. We are nice and polite towards each other.
2. All students take care of their books and homework.
3. No one carries outdoor clothes in the classroom.
4. Selfevident rules are followed (no one throws pens and rubbers, no grafitti on walls, no screaming)

There are no written rules for grade five, but rules are spoken out when a situation demands it. During my period of observation, the following rules where spoken out;

1. Raise your hand and wait for your turn to speak
2. No swearing or "dirty talk" in the classroom
3. No caps in the classroom (mrs A marks that with a special gesture)
4. You should be nice and polite towards each other; that goes for the classroom, but also for lessons in music, handicrafts and physical education

Mrs A uses gestures and body language when marking rules and rule breaking. She also moves herself towards rulebreakers. She seldom uses verbal signals; she does not like to raise her voice, she feels uncomfortable and thinks she has too weak a voice for yelling. Insted she uses the "shhh.." and can call upon a student by using his or her name. More than half of her interventions during my period of observation were directed to the male student with an ADD-diagnosis.

At transititions and breafings, she calls upon the class by saying; "Listen (or How-how), here am I, I am the speaker". This is follwed by instructions to put down rubbers and pens, close desks and pay attention to what she has to say.

Motivation

Mrs A instructs the students about the goals for each part of the schoolday, and also how long time they could spend on efforts to reach each goal. Goals are formulated in terms of content.
She gives feedback to students about their problem solving and encourage them to find the best way to solve a problem or take care of a task. At the end of a shift, she asks her students to summarize what they have learnt.

Mrs A praises the whole class when the students have worked well and praises individual achivements by saing , e.g."This is worth a golden star".

Grouping

At the beginning of the school year, mrs A asked her students to form pairs (dyads) and then to choose desks (placed two by two). When forming dyads, boys chose boys and girls chose girls. Two of the feamale dyads have later formed a quartet at the back of the classroom. During my period of observation, two male dyads also tried to form a quartet, but they "talked too much" so Mrs A had to separate them.

Spontaneous (and accepted) movements in the classroom have resulted in the forming of three male and two female triads. This grouping can be looked upon as "spontaneous ability grouping" The quartet is formed by autonomus, high-achieving girls. The male triads are wellbehaving middle-achievers. One female triad is high-achieving and the other low-achieving. Mrs A thinks that it is good, that students of the same kind sit and work together with a suitable pacing and speed.

Spontaneous grouping during the school day, e.g. in the study hall or the library, tends to be single gendered; boys work with boys and girls with girls. Mrs A pays attention to the tendency. When brisk and alert, she tries to influence group constellations. When she influences the grouping, the groups are mixed. During my period of observation, mixed groups were used in English conversation. During the period, there was also a working committee for the planning of a class party. This committee contained two boys and two girls.

Individualization

Work in mrs A:s class is individualized according to time and content. The class is a heterogenous one, and high and low achievers can work at a suitable speed, especially in mathematics. Four to six students (to some extent dependent on their own choises) have special education in mathematics and Swedish. Mrs A differs in her expectations on low and high achievers; high achivers are expected to have more extensive vocabulary in English or write more comprehensive Swedish compositions, compared to low achievers.

In science, the students can choose to develop special interest for certain animals in natural science, or certain historical events or geographical areas in social science.

Students with learning difficulties are accepted "as they are".
That includes also the boy with an ADD-diagonis, and mrs A uses much of her energy to keep his classroom behavior within reasonable limits.

MR B

Mr B has 8 years of teaching experience. Before becoming a teacher, he was an industrial worker. Mr B has been a classteacher in the actual school for five years, and his career at the school is parallell to mrs A:s.

Classroom context

Mr B:s classroom has the same size, but is reversed to mrs A:s classroom. In some way the classrooms are similar, in other ways different. The back wall is purple and dominated by a map of the world, the front by a terrestrial globe, hanging from the ceiling. Mr B:s classroom has a workstage with a computer.

Mr B has a low table with a revolving chair in front of the blackboard. Students desks are old and low and are placed in the classroom by students choice. Desks are grouped into two quintettes, two quartettes and one triad. Three desks are single desks.

There are 24 students in mr B:s class, 12 male and 12 female. Eight of the students live in the council houses. Two students, one boy and one girl, are immigrants (the girl study Swedish as a secondary language). Both have difficulties to adjust to the working style of the classroom. Three boys have social adjustement problems - low impulse control and negative attitudes towards school - and are sitting by themselves in the single desks. One of them is rejected by the class. Four girls are low-achievers with a low selfesteem. According to mr B, the class is noisy, compared to his previous class.

When assessing his class with **LEI**, mr B preceives the class as disintegrated. There are frictions between subgroups or cliques. There are few common goals. The class has a low speed, and there are tendencies to apathy among the girls. There are two informal leaders among the boys, and sometimes their ledership turns into negative group dynamics. The class can, at good moments, work in a democratic mood and the students can feel satisfied.

Philosophy of education

Mr B says that "Children need **freedom** to learn" and "I can´t teach, I can only faciliate my students´learning". As an example on models for his thinking, mr B mentions a teacher which Carl Rogers writes about in "Freedom to learn" (1969). Mr B has also visited schoolclasses, where they have worked for a long time with active and individualized forms of learning.

Mr B says that school is the work organization that has undergone few changes during the 20:th century. In other types of work organizations, there are self-

directed groups and changes in responsibility, but the school remains the same with its desks in rows, a dominating teacher and students swotting facts from textbooks. Mr B aims to change that pattern.

The parents have accepted the change of pattern suggested by mr B . He uses the newsletter to the parents, as well as the dialogues beteween teacher, parent and child, for information and discussions about his work and ambitions. Mr B says that some of his parents/students committments on responsibilies and what to do,, seem as "blown away" after a while. The work in his classroom is based on students learning how to plan their work, and taking control over their own learning. Some boys in his class do not use their freedom for learning, but for doing something else (being rowdy, playing games). The girls can take care of the changed classroom pattern, even the girls with low self esteem, if they continuously are supported and encouraged.

A school day.

At the beginning of a schoolday, the students drop in and sit down at their desks. Mr B talks individually to some of them and notices students´ abscense. When they all are assembled, they stand up at ther desks , greeting "Good morning". This is the signal for students to start working on their own planned schedules for the morning hours. This starting procedure takes 2-3 minutes.

Five students have **stable schedules.**, which means that they always know the subject (common) for each hour in a week. 21 students have **fluid schedules** , which means that, togehther wit mr B, they have individually planned when to study Swedish, English, mathematics, science and art during the schoolweek. Physical education, music and handicrafts have their given time positions within the weeks´ schedule (other teachers). All positions after lunch on Friday , at my period of observation, were reserved for teamwork together with other classes in the school. The fluid week schedule has 45 empty positions (modules of 20 minutes), that must be filled with the following content:

Swedish	16 x 20 minutes (4x20 minutes are reserved for class meeting)
Mathematics	10 x 20 minutes
English	8 x 20 minutes
Science	16 x 20 minutes (5 x 20 minutets are reserved for teamwork)
Arts	4 x 20 minutes

There is a variation in the time period the individual student plans for. The average is two weeks, but high-achievers plan for a longer time period and low achievers plans for shorter time periods. Students can plan together with their parents.

Planning means that the time modules are filled with a content; the students write down what they aim to do during the two weeks. The planning also contains home

work and time limits - when something must be ready and should be accounted for. There is a form where the students write down what they aim to do and what they have done for each day, and what kind of homework they have to do on a certain week day. The forms are labeled "the Monday paper, the Tuesday paper" and so on.

Mr B uses most of his scheduled time for work with individual students. This work can take place in the classroom, the study hall or the library. The plannings during my period of observation , varied from 4 up to 20 minutes. Mr B also teaches individual students or small gr oups of students (2 to 3) for shorter time periods. The work with individual students also imply following up individually the students achievements in relation to their planning. During my period of observation, mr B also had oral reading with his students. Each student had to read a page from a novel and mr B observed the fluency and the understanding of their oral reading.

During my period of observation, mr B also gave a 60 minutes long lecture for the whole class, about the system of position in mathematics (decimal numbers and rough calculation). In one whole class lesson in English, the student had to create dialogues with questions and answers about finding ones way. In two 20-minute modules, mr B read to his class from a novel. The reading was dramatised.

At high noon, before the students were allowed to leave for lunch, mr B had quizzes (all students could not arrive at the lunchroom a t the same time). Each studenthad to give the right answer (from a known battery of questions) before they were allowed to go to the lunchroom. This quizz took about 10 minutes.

Scheduled time after lunch is reserved for individual work (one of mr B:s dramatized readings was held the last module of a day). The class is dismissed without ritual; the students were allowed to leave when they had cleaned their desks.

Planning

Mr B makes an outline of the school year and plans in detail for a school week. The following letter is an example of the information given in the letter to the parents:

Sw - Next week, the student must be prepared for individual oral reading, about one page from a novel. We will also talk about nouns and verbs.

Ma - This months´numbers (from a special paper with 30 mathematic tasks)

Science - some work on democracy will be introduced (finished next week)

B plans individually, together with one student at a time (see above). This planning, wich also includes homework. is handed over to the parents. B:s planning

also includes reflection on his individual students, their planning, progress and problems.

Control

B.s style of teaching is based on student **self-control;** wich means that they have to be responsible for planning, implementation and evaluation of their own learning. According to mr B, most of the students can do this and are continiuously growing. Three low-achieving girls and one boy needs extra help and support with their planning. The two immigrant students have problems of different kinds; the boy has low impulse control, but can work when he is in a good mood. The girl is a dreamer and absent minded for long times. The three boys with adjustment problems are accepted as long as their behavior does not interfere with the classmates.

Together with parents and students, mr B has developed some classroom rules or principles f or work in the class:

1. Keep quiet and listen to the one who is talking ! - the students must not interrupt each others conversation and must wait with their answers until they are adressed.

2. Do not disturb your classmate! - individulized learning demands piece and quiet and the studens are not supposed to "mess around" in the classroom.

3. Be on time! - the students are supposed to be at their working places when the bell calls and immiediately start with their own planned work.

4. Boys´and gilrs´talk - The class can somtimes be divided into a male and a female subgroup, for talks about their different interests.

5. Don´t yell! - This is a rule directed to mr B himself. He has a temperament and can get angry and yell at his students.

Mr B mostly uses verbal reprimands when marking rules and breaking of rules. He says (loudly) the name of a rule breaker or describes what a student is doing. Sometims he utters comment as."Put a tape across your mouth". More than half of the reprimands are directed to a boy with low impulse control. B is well aware of the recurrent conflicts with that boy.

The work in B:s classroom, means that the transititions between segments are individualized, the students chose themselves when to change from one activity to another. During my period of observation, mr B told the (whole) class that students wasted a lot of time, when changing from one activity to another: "Take care of the time, and take care of the opportunity to learn".

Motivation

Individualized learning means that the students themselves set the goals for 'heir activity , implement activity in their own manner and evaluate together with mr B. Mr B tries to incite his students with comments like"I am sure you can do it, if you give it some effort. During their activities, mr B peps up his students with words like"Good", "Beatiful ", "A big golden star" and praise them for effort and achievement. Mr B also touches and pats his students. Mr B also rewards the whole class, when statisfied with their work.

Grouping

At the beginning of the academic year, mr B let the students themselves decide where and with whom to sit in the classroom. This resulted in a varation of the group constellations in the classroom: a quintette with boys, two quartettes with girls, one triad with boys and one with girls, a pair of boys and three single boys. The groups are constituted by students with similar interests and speed.

During my period of observation, groups formed by the students tehemselves were, single gendered; boys with boys, girls with girls. When mr B decided about group contellations for a certain task (dialogues in English), he numbered the student from one to five. In three of five mixed groups, the boys were dominating. Two of the groups cold not solve the task, because the dominating boys had a conflict with his group, when accounting for its work.

Indivudualization

Work in mr B:s classroom is individualized according to time, content and working style. Each student works with his/her own planning. The class is a heterogenous one, and there are large differences of speed in mathematics and Swedish. Mr B tries to keep his class together in English, meaning that all students work within the same areas and read the same texts. Science is individualized according to content, with an exception during my period of observation; all students had to work on the subject of democracy. In every subject, the style of work is individualized. The student can choose where to do something (in the classroom, in the study hall, in the library) or with whom to work (alone, in pairs, in groups).

The class has a tolerance of their deviants (the three boys) - they are allowed to "be as they are", as long as their behavior does not disturb the class.

COMPARISONS

Mrs A and mr B have a very similar career at the school in question; five years of parallel teaching and they also cooperate. This means many similarities. But there are also differences. Mrs A has 20 years of teaching experience and has found her style of teaching and classroom management. Mr B has been a teacher for eight years and is still in search of a personal style of teaching and classroom management.

Classroom: Mrs A and mr B have very similar classrooms on each side of a study hall, but the design of their classroom is different. Mrs A:s classrom is furnished with modern, high desks, which she placed two by two in rows at the start of the academic year. Mrs B:s classroom is furnished with old, low desks, placed in different kinds of groups by students´choice.

Class: There are 27 students in mrs A:s class, more female than male, and 24 students in mr B:s class, male and female alike. There are more student from the council houses in mr B:s class, compared to mrs A:s. Two of mr B:s students are immigrants, no one in mrs A:s class. Three of his student have adjustment problems. There are low-achieving girls and students with learning disabilities in both classes, and each class contains boy with disruptive behavior, that gives them management problems.

Their **LEI** - assessment of their classes says that mr B has a more troublesome class thans mrs A. Mrs A.s class has a good cohesion, common goals and is working at a good speed. Mr B:s class has a disintegrated class with subgroups and few common goals. His class works at a low speed and there are tendencies of apathy among the girls. There are also two male informal leaders in mr B:s class and they can compete w ith mr B on how to use time in the classrom; sometimes for good, but mostly for worse. In both classes there are cliqueness tendencies and boys tend to dominate over girls.

Philosophy of education: There are several differences between mrs A and mr B according to their philosophy of education. Mrs A:s key-concept is **structure** and she regards the teacher as an authority, a leader that transmits knowledge to the student; "the teacher teaches". She started the class (in grade four) with a "tight" attitude which she gradually leaves as the work in the class progresses. Mr B:s key-concept is **freedom** to learn and he regards the teacher as a faciliator that help the student to find their own knowledge.."the teacher can´t teach". He started the call (in grade four) to encourage his students to find their own way of working.

Mrs A and Mr B cooperate with parents. Mrs A informs the parents about work at school and gives parents advice about students homework. Mr B asks for parents´ support for his individualized classroom. Both ask for parents´support when there are conflicts and problems in their classes.

A school day: Mrs A:s class is an organized group where the students follow the same time-schedule: all students study the same subject at the same time. Mrs A starts a lesson by giving structure and conditions, and the student works with assigned tasks. There are distinct transititions between segment of the school day.

Mr B:s class is a "floating" group, where the students work with a personal time schedule: they can study very different subject at the same time. Students are expected to start and finish their work with different subjects by individual decisions . Transititions between subjects are individual and activities overlap.
Mr B uses some modules in the time-schedule for class organized work; lecturing.

Planning: Both mrs A and mr B make an outline for the schoolyear, and cooperate in that planning. Mrs A plans with the whole class in focus and presents her plan on Monday morning. The plan is handed over to parents as a newsletter. The plan is the scheduled content of the week to come (plan of content). Mr B plans with the individual students in focus, but some planning includes the whole class . The latter is a description of content in the week to come and is handed over to the parents. The former is a planning of how the student themselves should plan their own learning (plan of form).

Control: Mrs A and mr B differ in their control of class activity. Mrs A controls the activities in the classroom herself (with some exceptions). She plans, monitors and evaluates the class´ achievements. Mr B plans and evaluates activitities together with his individual students, but leaves the implementation to students selfcontrol. Mrs A and mr B differ in their view of students´ abilities for selfcontrol.

Both mrs A and mr B have written or outspoken rules for the classroom. In Mrs A:s classroom, the students are expected to be nice and polite, to wait for their turn to speak, take care of books and homework, and not to swear and not carry outdoor clothes in the classroom. In mr B:s classroom, the students are expected to listen to each other, to wait for their turn, to

be on time and not disturb classmates. Mrs A uses bodylanguage and gestures to mark rules and rule breaking. Mr B uses verbal reprimands.

Motivation: According to motivation, there are similarities between mrs A and mr B. The students are supposed to have goals in form of contents to work with during the school day. Mrs A and mr B challenge their students, and praises individual or class achievements in a similar way.

Grouping: Mrs A influence her students seating in the classroom, while mr B let his students decide by themselves. The result is groups of different sizes. When the students form groups themselves, the groups will be single genderad. That goes for both mrs A:s and mr B:s classroom. If mrs A or mr B dont explicitly express their awareness, boys tend to dominate over girls. When grouping for certain tasks, or activities, mrs A as well as mr B form mixed groups. Especially mrs A tries to get gender balanced groups when forming such groups.

Individualization: The students in mrs A:s classroom follow mrs A:s agenda, according to the content of the tasks and where and when to work with them. All studens have the same homework (mrs A can give special instructions to low-achieving students). The implementation of a task is individualized, that is the students work with the task in their own speed and in a way that fits the individual student. In Swedish, science and arts, the students can choose to go deeper into something that interests the individual student.

The students in mr B:s classrooms follow an agenda of their own. The individual student plans, together with mr B, what to do at school for a period of two weeks (shorter f or low-achievers, longer for high-achievers) in different subjects. That plan includes homework. There are common (for the whole class) tasks and the same homework for everybody in English. B sets time limits when certain (common) tasks should be finished.

PERSPECTIVES ON CLASSROOM MANAGEMENT

A **sociological** perspective focuses on how the **society** reflects the activity in the classroom. One such perspective is developed by the Brittish sociologist **Basil Bernstein** (Bernstein and Lundgren 1983). Bernstein regards education as cultural reproduction and analyzes how societal power and control affects schools and classrooms. Power is connected to **classification** in school and teaching: distribution of work between categories of teachers, subdivision of subject-matters, level

grouping of students. A system with specialized teachers (according to subjects), distinct borders between subjects and students grouped by age, is conceptualized strong classification. A class teacher system with floating borders between subject and age integrated teaching is conceptualized weak classification.

Control is connected to **framing** in school and teaching: how social relations are expressed in the classroom, how teachers (transmittors) and students (acquierers) communicate in the classroom. With strong classification Bernstein understands that the teacher/transmittor controls selection, organization, tempo, position, rules and attitudes in classroom communication. With weak framing he understands that the student/ aquierer can control parts of the selection, organization, tempo, position, rules and attitudes in classroom communication.

Classification and framing are connected to what Bernstein conceptualizes **visible** and **invisible** pedagogics. An example of visible pedagogigcs is the lecture where the teacher transmits knowledge and the students listen and take notes. Such a situation can be recogniced by e.g. parents as typical for school An example of invisible pedagogics is an open education, where the teacher wait for the students´readiness for a certain kind of learning. Such a situation is not recognised as typical for school

Bernstein has studied the relation between students´social background and visible and invisible pedagogics. Student from a middle class, well educated family, socialized to autonomy and initiative, can benefit from a classroom with a weak framing. They are able to control their own learning almost without instructions from a teacher. Students with a working class, not well educated family (in England), socialized to obediance, don´t work well in a classroom with weak framing. They are not able to control their own learning without instructions from a teacher.

Mrs **A** works with a realatively strong framing:"children needs structure" Her argument for that is, that socially vulnerable children needs a structured management for doing well at school. According to Bersteins perspective, mrs A:s classroom management style, fits students from working class families and students with problems at school.

Mr **B** works with a relatively weak framing :"children need freedom". His argument for that is that a future society need people who can find or create their own knowledge. According to Bernsteins´ perspective, mr B:s classroom management style fits students from middle class families and studens well adjusted to school.

Mrs A and mr B have heterogeneous classes and their style of classroom management is (assumingly) adequate for some of their students but not for other students. There are students in mrs A:s class, who can benefit from mr B:s style of management, and there are students in mr B:s class , who probably benefit more from mrs A:s style of management .

A **psychological** perspective focuses on how teachers´ and students´ **personality** reflects the activity in the classroom. One such perspective is developed by the Norwegian psychologist **Paul Moxnes** (1981, 199 1). Moxnes has studied institutions for care and treatment (1981), but also educational institutions (1991). His perspective is based on how personnel experience (everyday) **anxiety** in different kinds of occupational organizations and groups. The activities at a school can arouse anxiety (strong feelings of discomfort) among students as well as teachers.

There is a connection between individual anxiety and the structure of an activity. A hard structured activity (e.g. a bureaucracy) can arouse anxiety, because it is experienced as unfree and repressing. A loosely structured avtivity (e.g. an encounter group) can arouse anxiety because it can be experienced as diffuse or chaotic. Moxnes use the concept **system anxiety** when anxiety is aroused by too hard a structure and **drive anxiety** when anxity is aroused by too loose a stucture. System anxiety and drive anxiety are aspects on the human conflict that the psychologist **Abraham Maslow** describes as follows:

Freedom/growth ------ safety/meaning

A person who prefers freedom/growth, feels pleasure in challanges and risktaking and feels discomfortable (system anxiety) in situations that are too regular and predictable. A person who prefers safety/meaning feels pleasure in regular, predictable situations and fears the unknown, unpredictable and irregular. Each occupational group and organization needs both these personalities; i.e. persons with the attitude that " something new and exiting must happen" and persons with the attitude that "every day life must go on as always". According to Moxnes there must be a balance between the tendency to "rusch away" and the tendency to "stand still".

Mrs A and mr B represent different aspects of that conflict. Both mrs A and mr B describe their handeling of the conflict as a question of personal well beeing. Mrs A needs order and strucure " for holding another 15 years", i.e. control and predictability is something necessary for her satisfaction with her job. Mr B needs challanges and change " to stand it",

i.e. new things must happen, and if not, mr B feels bored and dissatisfied with his job. This conflict and the different ways to manage the conflict is, probably, also a part of the students life-world.

DISCUSSION

Mrs A and mr B work in the same school context with parallel classes. This means that they have common conditions; common goals and curricula. But the school context also permits them to work diffrently in their class rooms. Mrs A and mr B have different kinds of philosophies of education and how they regard the tasks of the school. Mrs A stands for a "philosophy of adjustment" and mr B stands for a "philosophy of change". Mrs A:s class is an integrated group, following mrs A:s agenda through the curriculum. Mrs B class is an assembly of individuals, following their own agenda. Mrs A is well at home with her style of classroom management, while mr B is still looking for a style that fits him.

Mrs A and mr B are chosen as cases, because the represent different kinds of classroom management styles. The styles was initially labeled production orientation style (mrs A) and relation orientation style (mr B). Neither mrs A nor mr B are pure representatives of thooose styles: mrs A has some relation orientation in her management and mr B has some production orientation is his. They vary their styles depending on what is happening in their classrooms. This means that their styles is situated (varied) rather than a personal trait (stable).

The study is based on a small empirical material; two theoretically chosen case studies, where the theory is assumtions of differences in classroom management styles. The cases show that it is reasonable to talk about diffent styles. The concepts production orientation (subject-matter focus) and relation orientation (student focus) can be fruitful concepts in research on classroom management.

The sociological perspective (Bernstein) says that a certain style of classroom management fits some students well and other students not so well. A loose structured style (weak framing) fits student where intiative and selfcontrol had been goals for their socialization and a high structured style (strong framing) fits students where initiative and seifcontrol have not been a goal for socialization. A structured style also fits students with low ability and selfesteem and students with learning difficulties.

The psychological perspective says that the personality of the individual teacher influences his/her classroom management style. Som teachers need a structured classroom situation (regularity), otherwise they feel anxiety (drive anxiety), Other teachers can stand an amount of chaos (irregularity) and feel anxiety in a stiff structure. The same also goes for their students.

The relations between teachers, students and classroom situations vary and one can not for certain know that one style of classroom management is better than another. Relations between teachers, students and classroms are interactionistic. The research on classroom management styles, must therefore be an interactionistic approach.

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